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ONTARIO

Department of Education

Courses of Study

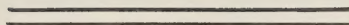
for

Grades XI and XII

in

Collegiate Institutes, High, Vocational and Continuation Schools

MODERN LANGUAGES



Issued by Authority of
The Minister of Education

FRENCH

GRADES XI and XII

NOTE: Pupils who have been promoted from Grade X to Grade XI in June, 1939, will commence the Grade XI course in French at the beginning of the school year in September. Any part of "Basic French" that has not been covered should be completed as outside reading by the pupils, under the guidance of their teachers.

Pupils who have completed a one-year course in Middle School French prior to September, 1939, will complete their course of study in Middle School French under the provisions of "Courses of Study and Examinations. Revised, 1936."

In Grade XI emphasis will be placed for the first time on the *writing* of French. The foundation for this has been laid in Grades IX and X by reading three hundred pages of carefully graded texts and by doing easy written and oral exercises based on the material read, in the process of which a knowledge of functional grammar has been acquired. In learning to read simple French with pleasure, the primary objective of the first two years of the course, the pupil has become familiar with a basic vocabulary of approximately thirteen hundred words. The learning of paradigms has been insisted upon, the necessity for a thorough knowledge of all forms of the regular and of the principal irregular verbs being stressed particularly in Grade X. Hence the next step, the active application of the grammatical principles, is a natural progression and should present no great difficulty in Grade XI.

In Grades IX and X, the teacher's efforts have been directed toward enabling the pupil to *understand* French. Now the special endeavour will be to give him the power to *express* himself in French. Translation from English into French will be introduced, and there should be some practice in the writing of free composition, necessarily very simple in character.

The text-book to be used in Grades XI, XII, and XIII is Travis and Travis, "Cours moyen de français", published by Clarke, Irwin and Company. The first fifteen lessons should be covered in Grade XI. Attention is called to the fact that phonograph records have been made to accompany the book. Information as to where these may be obtained, etc. is given in the Preface.

While special attention is now to be given for the first time to the writing of French, the other phases of the study of the language must not be neglected. Abundant opportunity for oral practice should be provided through the medium of question and answer, oral reading, dictation, and the memorization of selected passages. The pupil should be required to pass some type of oral examination in Grades XII and XIII.

Reading is of primary importance. The ability to read ordinary French with the occasional use of a dictionary is the objective for this stage. In Grade XI the pupil should read three hundred pages, of which it is suggested that 65% be prose, 30% drama, and 5% poetry. A list of texts is appended for guidance in the selection of reading material, but teachers should be free to use any other texts which they may consider suitable. In their selection teachers should bear in mind that it is desirable to acquaint the pupil with the life and customs of the people whose language he is studying.

At least seventy-five pages should be read *intensively* in class. The texts selected for this should not be of the *simplified* type. Direct reading for comprehension should continue to be the practice. There should be no translation from French into English unless, on occasion, it is felt to be necessary in elucidating a special difficulty.

Some of the texts listed are of the "plateau" type, that is to say they are approximately on the same "level" of difficulty in the matter of vocabulary and grammatical construction as *Pierrille*, the novel contained in the last part of *Basic French*. These simplified texts are indicated by an asterisk and should be used only for "extensive" or outside reading. This does not preclude the selection of other texts for this purpose.

By the end of Grade XI the pupil should have acquired a *passive* or *recognition* vocabulary (i.e., for reading purposes) of at least two thousand words of highest frequency as listed in Vander Beke's *French Word Book*, (Macmillan) or Landry's *Graded French Word and Idiom Book*, (Copp, Clark). His active vocabulary (i.e., for the purpose of expressing himself in French) should be about half this number.

Note:

Vocational Schools will follow the above outline for classes enrolled in the General Course. These schools should also have the privilege of organizing courses in French best suited to the requirements of the other courses which they offer (e.g., Household Arts, etc.). In High Schools of Commerce and in the Commercial Course of other Vocational Schools, a course in Commercial French adapted to the special needs of the individual schools should be provided.

TEXTS

CLASS READING (INTENSIVE)

Audoux :	Marie-Claire à Villevieille
Bruno :	Le Tour de la France par deux enfants
Dumas :	Les Trois Mousquetaires
Erckmann-Chatrian :	Le Trésor du vieux Seigneur
France :	Abeille
Labiche :	Les Petits Oiseaux La Grammaire
Verne :	Voyage au centre de la terre
Short stories such as, Daudet :	La Chèvre de M. Seguin La Dernière Classe La Mule du Pape Les Vieux
de Maistre :	Les Prisonniers du Caucase
Maupassant :	Mon Oncle Jules

OUTSIDE READING (EXTENSIVE)

*Bazin :	Les Oberlé (ed. Haygood)	Heath (Copp, Clark)
*Bond :	Graded French Readers	Heath (Copp, Clark)
*Daudet :	Le Petit Chose (ed. Limper)	Heath (Copp, Clark)
de Sauzé :	Contes gais	Winston
*Ford and Hicks :	Elementary New French Reader A New French Reader An Alternative French Reader Le Trésor de Châteaueux	Dent Dent Dent Dent
*Gobel :	Quelques Nouvelles Histoires	Houghton, Mifflin
*Halévy :	L'Abbé Constantin (ed. Pollard, Cochran and Eddy)	Heath (Copp, Clark)
Hedgcock and Hugues :	L'Année française	Clarke, Irwin
*Hills and Dondo :	Contes dramatiques	Heath (Copp, Clark)
*Malot :	Sans Famille (ed. Meade, Cochran and Eddy)	Heath (Copp, Clark)
Meilhac et Halévy :	L'Été de la Saint-Martin	
Packer :	Durtol, Aviateur	Macmillan
Rosmer :	L'Anneau vert	Longmans Green
Titterton :	Jeunesse	Longmans Green
*Modern French Stories		Nelson
*Oxford Rapid Reading Texts		Oxford University Press
*Rapid Reading Series : (ed. Siepmann)		Macmillan

GERMAN

GRADE XI

German in Grade XI is a continuation of the work begun in Grade X.

By the end of Grade X the pupil should have covered the first twelve lessons of "Lernen Sie Deutsch" and should in addition have read at least "Allerlei" (Chicago-Heath) or its equivalent. In Grade XI the rest of "Lernen Sie Deutsch", i.e., lessons thirteen to twenty-five, should be covered, and in addition the pupil should read "A Graded German Reader" (Croft & Co.) or a similar amount of reading matter of approximately the same difficulty.

German poetry should be introduced at this stage and the pupil should be expected to memorize some of the better-known German lyrics. The anthology of poetry included in the High School German Reader (Lang and Needler) is one of the best available. This anthology will be ready for use in September, 1939.

By the end of Grade XI the pupil should have finished "Lernen Sie Deutsch" and read at least 225 pages of prose in addition to some of the simpler German poems in Part I of the High School German Reader. At this stage he should be able to understand simple German and read it with pleasure.

SPANISH

GRADE XI

The objectives in the study of Spanish in Grade XI are largely the same as those of French in Grade IX. Comprehension should be the primary objective, and at the outset only sufficient grammar should be taught to make its achievement possible. It is believed that these objectives can be attained through the use of Keniston's "Learning Spanish" (Holt and Company). The entire book should be covered in Grade XI.

While the learning of formal rules should not be stressed, one cannot learn a language without knowing its forms. This is especially true of a language like Spanish, where person and number, mood and tense are all expressed by the endings of verbs. All forms are presented in such a way that the pupil may work out for himself the principles involved.

Accuracy of pronunciation should be aimed at. As the author of "Learning Spanish" states, pronunciation and oral practice are a part of the book from the beginning to the end.

SPANISH

GRADE XII

The methods outlined for Grade XI should be continued in Grade XII and the text-book prescribed for Grade XI, Keniston's "Learning Spanish" (Holt & Co.), should be carefully reviewed in Grade XII.

For the work of Grade XII "A New Spanish Reader" by Ford and Cano (Holt and Company) is also prescribed. This book contains nineteen stories which have been chosen from the standpoint of interest and literary value. In preparing this text the authors have been guided by the principle that "one of the main objects in studying any foreign language is the attainment of the power to read the language in question as one reads one's native tongue, not by mental translation but by direct and immediate comprehension." The types of exercises employed are carefully explained to the teacher and suggestions are offered as to their use in classes.

ITALIAN

GRADE XI

The objectives in the study of Italian in Grade XI are largely the same as those of French in Grade IX. Comprehension should be the primary objective, and at the outset only sufficient grammar should be taught to make its achievement possible. Accuracy of pronunciation should be aimed at.

It should be possible to attain these objectives by using Russo's "First Year Italian" (Heath and Company). The entire book should be covered in Grade XI.

"First Year Italian" is a grammar, reader and conversation manual at the same time. As the author states, pronunciation should be taught step by step, using the exercises presented at the beginning of each lesson in the first half of the volume. Each particular sound is treated independently, beginning with the vowels and those consonants which are pronounced almost identically in English and Italian. The rules of pronunciation given in the Introduction and in the Appendix are to be used exclusively for reference. The book is divided into six parts, three of which should be covered in the first half of the year, and the remaining three in the second half. "First Year Italian" tells how Italians live and act; it is rich in cultural information about Italy, and it contains a great deal of exercise material, in grammar, reading, dictation, conversation, etc. It is beautifully illustrated and these illustrations may be used as subjects of conversation to arouse the interest of the pupils. The "foreword" contains valuable information concerning the use of the book.

ITALIAN

GRADE XII

Russo's "First Year Italian" should be reviewed in Grade XII. In addition to this the following books should be covered in this Grade: "Beginners' Italian Reader" (Heath and Company) by Wilkins and Santelli; "Cuore" (Heath and Company) by De Amicis. The aim of the editors of the "Beginners' Italian Reader" has been to present reading texts, graduated in difficulty, which will give some conception of the life, customs and great men of Italy, and of her vast heritage in art and literature. The book contains abundant exercise material for oral practice, dictation, written and oral reproduction, etc. "Cuore" contains the reminiscences of an Italian schoolboy and these reminiscences are interspersed with short realistic stories. In order to make this masterpiece of De Amicis available for classroom use, the editors have taken certain liberties with the text, but the changes, in most cases, consist merely of omissions; where words and phrases are substituted, in the interest of simplicity, great care has been taken to avoid doing violence to the style of De Amicis. At the end of the book there are various exercises, questions on the text to be answered in Italian, exercises of completion, etc.

1871

1872

1873

1874